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**THE TRANSITIVITY SYSTEM IN STATEMENT OF PURPOSE AS A PART  
OF STUDY PROPOSAL TEXT**

**A THESIS**

In Partial Fulfillment of the Requirement  
For S-1 Degree in Linguistics  
In English Department, Faculty of Humanities  
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Submitted by:  
Vivi Rosita Romadhoni  
13020110130043

**FACULTY OF HUMANITIES  
DIPONEGORO UNIVERSITY  
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**PRONOUNCEMENT**

The writer honestly confirms that she arranges this thesis by herself and without taking any works from other writers in S-1, S-2, S-3 degrees and in diploma degree of any university. The writer ascertains also that she does not take and quote any publications from other works except from the references mentioned.

Semarang, December 2014

Vivi Rosita Romadhoni

## MOTTO AND DEDICATION

*“Allah does not burden any human being with more than he can bear”*

**( Q.S Al Baqarah 286)**

*“That man can have nothing but what he strives for”*

**(Q.S An Najm:39)**

*I don't really believe in advice of motivators. I more believe that the best motivator in the world is ourselves”*

**(Vivi Rosita R)**

*The writer dedicates this paper to*

her beloved family and

to everyone who supported me accomplished this paper

## APPROVAL

Approved by,  
Thesis Advisor

Dr.Nurhayati, M.Hum

## **VALIDATION**

Approved by  
Strata I Thesis Examination Committee  
Faculty of Humanities Diponegoro University  
On December 2014

Chair Person

First Member

Dra. Deli Nirmala, M.Hum.

Dr. Suharno, M.Ed

NIP. 19611109 198703 2001

NIP.19520508 197501 1001

Second Member

Third Member

Dra. Wiwiek Sundari, M.Hum

Ariya Jati, S.S., M.A

NIP. 19590607 19903 2001

NIP. 19780228 200502 1001

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The writer realizes that this thesis is still far from perfect. She will be glad to accept any constructive criticism and recommendation to make this thesis better. Finally, the writer hopes that this thesis will be useful to the readers who are concerned about Systemic Functional Grammar.

Semarang, December 2014

Vivi Rosita R

## ABSTRAK

Ada dua jenis teks, yaitu teks lisan dan teks tertulis. Baik teks lisan maupun teks tertulis masing-masing memiliki makna yang terkandung di dalamnya. Dalam penelitian ini, penulis memilih salah satu teks tertulis, yaitu *Statement of Purpose* yang merupakan bagian dari teks *Study Proposal*. Penulis tertarik meneliti jenis teks ini karena teks *Statement of Purpose* diasumsikan memiliki makna ideasional yang dapat dikaji lebih lanjut. Ruang lingkup dalam penelitian ini adalah analisis *transitivity system* pada teks *Statement of Purpose* sebagai bagian dari *Study Proposal* yang diambil dari website UC Berkeley. Untuk itu, penulis memakai *Systemic Functional Grammar* yang diperkenalkan oleh Halliday (2004) sebagai alat analisis dengan didukung oleh teori-teori Eggins(1994).

Penelitian ini bertujuan menjelaskan makna ideasional yang ingin diungkapkan oleh penulis teks *Statement of Purpose* melalui *transitivity system*. Data yang digunakan adalah seluruh klausa yang terdapat dalam teks *Statement of Purpose*. Penelitian ini dikategorikan sebagai penelitian deskriptif kualitatif. Dalam pengumpulan data, penulis menggunakan *documentary method* dan Simak Bebas Libat Cakap.

Hasil yang diperoleh dari penelitian ini menunjukkan bahwa dalam teks *Statement of Purpose*, makna ideasional yang ingin disampaikan oleh penulis terbagi menjadi tiga bagian. Bagian yang pertama yaitu pengenalan. Pada bagian pengenalan, penulis *Statement of Purpose* memberikan gambaran mengenai identitas, latar belakang dan ketertarikannya terhadap salah satu bidang. Bagian kedua yaitu isi dimana penulis *Statement of Purpose* menjelaskan apa saja yang telah ia lakukan di masa lampau. Bagian yang terakhir yaitu penutup. Pada bagian ini, penulis menjelaskan tentang rencana masa depan, alasan kenapa dia memilih UC Berkeley dan pendapatnya mengenai universitas tersebut.

Kata kunci : *Statement of Purpose, transitivity system, ideational meaning*

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# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Background of the study**

According to Widdowson (2010:4), “a text can be defined as an actual use of language”. Text is divided into two. There are written text and spoken text. Spoken text is typically used by more than one participant. This kind of text occurs in conversation. Spoken text is intended to bridge the discourses among participants. On the other hand, written text is produced by one or more participants. Written text is more independent than spoken text. This is because written text is controlled by a writer. The writer conveys the messages through written text. For gaining the messages, doing analysis is needed. Therefore, the difference between spoken text and written text is in the way for getting the discourses.

As mentioned before, written text needs to be analyzed for realizing the meaning. Since written text serves a grammatical form, the intended meaning of the text can be identified by looking at the grammatical form used by the writer. According to Widdowson (2010:7), written texts are more difficult to achieve in getting the meaning because there is only the writer who controls the intention of message. Therefore, written text should be interpreted and the meaning of the text can be realized.

One of written texts which is chosen to be analyzed in this research is statement of purpose. Statement of purpose is the part of study proposal text. It is one of important requirements of a graduate application process. Students who will apply to a university should make statement of purpose. It can be a tool for the admissions committees to evaluate the self identity, knowledge, experiences, capability, and motivation of applicants. The writer assumes that statement of purpose has meaning which can be further analyzed.

In connection with meaning of texts, according to Halliday and Matthiessen (2004), there are three kind of meanings of text. Those are ideational meaning, interpersonal meaning and textual meaning. In ideational meaning analysis, the focus analysis is on participants, processes and circumstances. In this research, the main concern is in ideational meaning. Ideational meaning is able to reveal experience and what is going on in the text.

The writer is interested in analyzing statement of purpose because this text is potential to be identified in ideational meaning analysis. The writer wants to find out the meaning behind the text. Statement of purpose is viewed that it has specific purpose. A writer of statement of purpose would try to impress reader through message contained in the statement of purpose.

After choosing statement of purpose as the object of analysis, the tool for analyzing the data is needed. The data of this research is all clauses in the statement of purpose. For identifying ideational meaning in the text, the writer uses systemic functional grammar. In systemic functional grammar, ideational meaning is identified by using transitivity system. Transitivity system which is introduced by Halliday (2004) peels each part of the clauses. There are participant, type of process and circumstance. The writer also uses theories of Eggins (1994) for



supporting the data analysis.

## **1.2 Scope of the study and the Problem**

This research is limited to the analysis of transitivity system in the statement of purpose as the part of study proposal text. The text is taken from UC Berkeley's official website. The statement of purpose was written by one of students who was admitted into UC Berkeley's History Department. UC Berkeley posted the text as an example of study proposal writing. The analysis is intended to find out ideational meaning in the statement of purpose. Furthermore, this research has a problem that should be solved. The problem is that how is an ideational meaning realized in the clauses of the statement of purpose.

## **1.3 Purpose of the study**

This research has a purpose that should be gained. As every text has meaning, the statement of purpose is assumed that it has further meanings expressed by the statement of purpose writer. The writer conducts this research in order to find out the ideational meaning contained in the statement of purpose text.

## **1.4 Previous Studies**

The writer found two previous studies that use Systemic Functional Grammar as the theoretical framework. Wahyu Dwi S (2010) conducted research to find ideational meaning in childrens songs. He takes childrens songs Barney 'Dancing and Singing' series as the data. Besides the ideational meanings, she also concerns the thematic development in the texts. The result of this research shows that there are 115 clauses. The ideational meaning found in the series are friendship, desire, admiration. The theme developments used by the song writer are re-iteration and zigzag. There is a difference between this research and this previous study. This previous study is intended to find the ideational meaning and the theme development pattern. However, this research has the purpose to find the particular characteristics of the statement of purpose so that the purpose of it can be realized.

Another study that has similarities to this research is the research conducted by Narolita M (2012). In her research, she tries to reveal the patterns of company profiles. She takes five company profiles to analyze. In analyzing the data, she employs genre concept by Gerot and Wignell (1994) combined with transitivity system and nominal group concept by Halliday and Matthiessen (2004). This research combined qualitative method and semi quantitative method. The differences between this previous study and this research are that the previous study uses semi quantitative method whereas this research does not use it. This research more emphasizes the interpretation of the tendencies used in the text and tries to explain the interpretation in detail. This research concerns how the statement of purpose writer expresses ideational meanings in the text. The writer tries to use the same theory used by Narolita but the writer wants to apply in the different object. Narolita analyzes company profiles while the writer analyzes a statement of purpose.

## **1.5 Organization of the Writing**

### **1. Chapter 1 : Introduction**

Introduction consists of background of the study, scope of the study, purpose of the study, previous study, and organization of the writing

### **2. Chapter 2 : Review of Literature**

Review of Literature consists of the descriptions of Systemic Functional Grammar, the metafunctions, ideational meaning, transitivity system, types of processes, definition and concept of genre

### **3. Chapter 3 : Research Method**

Research method consists of type of research, data and source, method of collecting data, population and sample, and method of analyzing data.

### **4. Chapter 4 : Results and Discussion**

Result and Discussion consists of analysis and discussion about transitivity system in the statement of purpose and findings.

### **5. Chapter 5 : Conclusion**

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

#### **2.1 Systemic Functional Grammar**

Systemic Functional Grammar has a function as a tool to analyze meanings of a text. According to Gerot and Wignell (1994:5-6) through systemic functional grammar, we look at the language in different ways. It is different from traditional grammar and formal grammar. In traditional grammar, the main concern is to compare the grammar of standard English with Latin and it deals with rules of correct usage. Then in formal grammar, the focus is on the structure of personal sentence. On the other hand, functional grammar comes with new perspective for viewing language. Lock (1996:3) argues that functional grammar focuses on how the grammar of a language provides as a resource for making and exchanging meanings.

#### **2.2 The Metafunctions**

In functional grammar, the function of language is called metafunctions. The metafunctions encompass three main functional components. There are ideational metafunction, interpersonal metafunction, and textual metafunction. These three of metafunctions have their significance in clauses. Halliday and Matthiessen (2004:58-59) explain that ideational meaning deals with representing the world and experiences. Interpersonal meaning informs the interaction between participants. Then textual meaning explores the development of messages.

The first function of language is ideational metafunction. Talking about this kind of meaning means talking about human experiences. Ideational metafunction views clauses as representation. It implies that language has a function to represent experience of the world. Halliday and Matthiessen (2004:29) state that language serves a theory of humans experience. In everyday life, the humans experience enclose things, events and circumstances which happen in clauses (Butt *et al*, 2001:46).

The second is interpersonal metafunction. This function deals with human interaction and relationship to each other. Therefore, interpersonal metafunction views clauses of language as an exchange. The exchange can be illustrated as a transaction between a seller and a buyer where they have their own position. Here, in interpersonal meaning, the exchange is about information. The exchange indicates that there are two roles, namely, giving and demanding. According to Eggins (1994:29), the clause of the grammar can be information, questions, orders or offers. In addition, through interpersonal meaning, people can express their feeling or attitude toward other people.

The third is textual metafunction. Textual metafunction places clause as a message. How people arrange the message can be analysed through this metafunction. Halliday and Matthiessen (2004:30) argue that textual metafunction is a set up of the collection of experience and interpersonal relations. From this explanation, we can say that textual metafunction grammatically looks at the way in which language is organized within a text. These three metafunctions are useful to grasp meanings in texts. However, in this study, interpersonal metafunction and textual metafunction are not explained in detail because the focus of this study is on ideational meaning.

## 2.3 Ideational Meaning

According to Butt *et al* (2001:5), ideational meaning represents experience by using language. Ideational meaning conveys language user to view the world. This meaning enables to know what is going on in a text. Martin and Rose (2003:66) point out that:

Ideation focuses on the 'content' of a discourse : what kinds of activities are undertaken, and how participants in these activities are described, how they are classified and what they are composed of. Ideation is concerned with how our experience of 'reality', material, and symbolic, is construed in discourse.

Ideational meaning leads to look context of situation. Halliday and Hassan (1989:10) say that finding context of situation is the first step to make predictions about meanings in texts. In the context of situation, there are the field, tenor, and mode. The feature which relates with ideational meaning is field of discourse. Field of discourse informs the kind of activity (Halliday and Hassan,1985:45). According to Butt *et al* (1994:192) field of discourse is experiential domain. This is what the text is talk about the processes, participant and circumstances.

For further understanding about ideational meaning in a clause, we can look at this clause as an example, *He gives his girlfriend a ring in Paris*. The word *give* is considered a type of process which is material process. In this clause, there are two participants that are involved within the processs. *He* is the actor who does the process. The one who gets the benefit from this action is *his girlfriend*. *His girlfriend* is acted as a receiver. The goal from the action is *a ring* which is some kind of a thing. This clause has an adverbial group that is *in paris*. It is considered a circumstantial element, a place where the activity happens. In sum, we have the representation of a process participant, and circumstance. The clause displays the ideational meaning which is realised through transitivity system.

## 2.4 Transitivity System

The grammatical system that is used to achieve meanings in a text is transitivity system. This shows how the structure construes meaning. Eggins (1994:266) explains that within the experiential metafunction, there are 6 types of processes that occur in clauses : material, mental, behavioural, verbal, existential, relational.

In transitivity system, the analysis is carried out at clause level. Clause has essential position to functional grammar because it contains the sequence of ideational meanings. According to Gerot and Wignell (1994:83-84) clause can be divided into two, that is, minor clause and major clause. There is no predicator in minor clause while major clause has predicator. Major clause distinguishes between dependent clauses and independent clauses. Dependent clauses must follow independent clause because independent clauses can stand alone while dependent clauses can not.

According to Eggins (1994:229), in analyzing ideational meaning in a clause, it is concerned with three main aspects of the clause. These main aspects are verbal groups, nominal groups, then adverbial groups and prepositional phrases. Each of aspects plays its own role. Process, in ideational meaning, is recognized by looking at the verbal group in the clause. Then, participants are realized by nominal groups. In connection with the position of circumstances in

the clause, there are adverbial phrase and prepositional phrase which take that position.

## 2.5 Types of processes

*Material Processes* : processes of doing and happening.

Eggs (1994:230) says that “The basic meaning of material processes is that some entity does something”. Material processes are processes, about doing, about action.

There are two direct participants in material processes. According to Eggs (1994:231) actor is the part of the clause who does the activity or action. Another participant involved in the clause is goal. Goal is participant who at whom the process is directed, to whom the action is extended. Here is the example for material processes taken from the data analysis :

*I(A) use (Pm) the word “desire” (G) here rather deliberately(Cm).*

Halliday in Eggs (1994:232) says that there is something called range. Range is different from goal. Range is independent. A range explains a restatement or continuation of the process or it expresses the extent or “range” of the process.

Eggs (1994:235) adds the explanation about participants in material processes. She mentions this participant as beneficiary. Beneficiary is the participant who gets the advantage from the process in the clause. In addition, Recipient and Client are two kinds of Beneficiary. A recipient is the one to whom something is given meanwhile a client is the one for whom something is done.

Circumstance is the last type of participant of material process. Circumstance can occur in other types of processes. We can recognize circumstances by identifying adverbial group or prepositional phrase. According to Eggs (1994:237) there are seven types of circumstances in clauses. Those are extent, location, manner, cause, accompaniment, matter, and role. Circumstantial elements can be identified by answering certain interrogatives. Extent circumstance can be probed by asking how long? (duration); how far? (spatial distance). Location circumstance can be probed by asking when? (temporal); where? (spatial). Manner circumstance can be probed by asking how?; with what? (means); how how –ly? (quality); what... like? (comparison). Cause circumstance can be probed by asking why?; what for?; who for?. Accompaniment circumstance can be probed by asking with whom?. Matter circumstance can be probed by asking what about?. Role circumstance can be probed by asking what as?.

*Mental Processes* : Processes of sensing ( feeling, thinking, perceiving)

Mental process can be investigated by answering the question “what do you think/feel/know about x?”. According to Halliday in Eggs (1994:241) there are three types of mental processes. Some of the examples are taken from the data analysis.

- 1) Cognition : verbs of thinking, knowing, understanding, for example : *My research( S) concerns(Pme) the patriarchal control of women’s body in sixteenth and seventeenth.*
- 2) Affection : verbs of liking, fearing, for example : *While I(S) refuse (Pme) to see women as simply passive receptacles of masculine command.*
- 3) Perception : verbs of seeing, hearing, for example : *Paul(S) saw(Pme) the accident yesterday.*

### *Behavioural processes*

Behavioural processes are related with physiological and psychological behaviour (Eggins 1994:250). Furthermore, Gerot and Wignell (1994:60) say that behavioural processes are processes like breathing, dreaming, snoring, smiling, hiccuping, looking, watching, listening, and pondering.

Most of behavioural processes have only single participant. The participant is called behavior who is typically conscious being. It is like sender in the mental process clause. Behavioural processes can have another participant like Range that is a restatement of the process. However, it is called a phenomenon if there is another participant which is not a restatement of the process. In addition, behavioural processes often occur with circumstantial elements, for example, manner and cause (Eggins,1994:250-251). Here is the example of behavioural processes :

*She(Be) dreams(Pb) about her married life(Ph).*

### *Verbal processes*

Verbal processes are processes of saying. These processes have three participants. Those are sayer, receiver, and verbiage. Sayer is the participant who does the verbal process. Receiver is the participants to whom the verbal process is directed. Then verbiage is the statement of the verbal process such as statement, question, report, answer and story (Eggins,1994:252)

In verbal processes, there are quoting or reporting. If the relationship between two clauses is independent, it will be called direct speech or quoting. On the other hand, if the relationship is dependent, it will be called indirect or reported speech. Here are the examples of direct and indirect speech:

Direct/quoted speech

*He(Sy) said(Pv) "Can you(A) lend(Pm) me(Rv) your book(G)?"*

Indirect/reported speech

*He(Sy) asked(Pv) her(Rv) to lend(Pm) her book(G).*

### *Existential Processes*

According to Eggins (1994:254), "Existential processes represent experience by positing that "there was/is something" . To identify the existential processes in a clause, we look at the clause whether there is the word 'there' or not. In English clauses, 'there' is needed because a clause requires a subject. It does not show a location. Furthermore, using 'there' in existential processes as a subject and as a circumstance of location is different. Transitivity analyses 'there' as a circumstance of location. Here are the examples of existential processes:

Structural there :

*There is an old bicycle, a craft, and a broken cupboard in the garage.*

Circumstantial there :

*There is(Pe) your bicycle(X) in the garage(Cl).*

### *Relational Processes*

Relational processes is processes of being and having (Gerot and Wignell 1994:67). It has two subtypes. There are attributive processes and identifying processes. Lock (1996) gives an additional type of relational processes, namely, possessive processes.

According to Gerot and Wignell (1994:67), the definition of attributive processes is a process of assigning a quality. Participant in attributive processes is called carrier. Then the quality assigned toward the carrier is called attribute. Here is the example of attributive processes:

*Marry(Cr) is(Attributive) a temperamental girl(Attribute).*

Meanwhile, identifying process is a process that establishes an identity (Gerot and Wignell, 1994:67). One entity is being used to identify another. Participants involved in identifying process are called token and value. This is the example of identifying process :

*Merry(T) may be(Identifying) the cleverest one(V) in the class(Cl).*

Gerot and Wignell divide relational processes into further sub-classified. They are intensive, possessive and circumstantial. Here are the examples:

Intensive : *Kenny is a bad singer.*

Possessive : *Kenny has brown eyes.*

Circumstance as attribute : *The house is in the centre.*

Circumstance as process : *The field surrounds the house*

Another type of relational processes is possessive process. It construes meaning of ownership and possession. Verbs used in possessive processes are has/have, own, and posses. In possessive processes, according to Lock (1996:138,) there are two participants who are involved in a clause. The two participants are the possessor of the other (the possessed). Here is the example :

*Each of students(Pr) had(Pp) their own book(Pd).*

## **CHAPTER 3**

### **RESEARCH METHOD**

In this chapter, the writer explains the research method of this study. This chapter consists of type of research, data and source, method of collecting data, method and technique of analyzing data.

#### **3.1 Type of Research**

According to Moleong (2010:9) qualitative research uses qualitative methods. The methods to collect the data are observation, interview, document analysis. From that description, this research is categorized into qualitative research because this research analyzes a document. This research is also defined as descriptive research. Isaac and Michael (1971:46) state that a descriptive method has purpose to explain the facts of the situation systematically, factually, and accurately. The writer tries to explain the findings in detail.

#### **3.2 Data and Sources**

Moleong (2010:157) states that there are some types of data. Those are words and acts, written sources, photographs, and statistics. The data of this research are all clauses in the statement of purpose text. According to Arikunto (2006:129), data source is the subject from which the data are obtained. The data of this research are all clauses in the statement of purpose obtained from UC Berkeley official website. In this website, UC Berkeley give an example of statement of purpose as the part of study proposal written by one of students who was admitted into UC Berkeley's History Department.

#### **3.3 Population and Samples**

Population is whole analysis units which will be analyzed in research (Arikunto,2006:130). The population in this research is all clauses written in the statement of purpose text. According to Mahsun (2007:29) sample is part of the overall object of research as representative which is possible to make generalization to the population. However, this research uses all clauses to be analyzed so that it is called total purposive sampling proposed by Arikunto (2006).

#### **3.4 Method of Collecting Data**

In collecting data, the writer uses a documentary method because the data are taken from internet. Arikunto (2006:158) states that in documentary method, the researcher gets the data from books, magazines, documents, etc. In this research, the writer collected the data from UC Berkeley official website which is categorized into a document form. The writer also uses non-participant observation called *Teknik Simak Bebas Libat Cakap* proposed by Sudaryanto (1993). The data of this research are clauses in the statement of purpose, the writer collected the data by dividing the statement of purpose text into clauses.

#### **3.5 Method and Technique of Analyzing Data**



The analysis uses referential identity method (Sudaryanto,1993). Referential identity method is used in identifying the words or phrases in the text to show ideational meaning expressed in the statement of purpose. In addition, distributional method is also used by the writer. In this method, the main element of analysis is contained in the language. The data analyzed in this research are clauses. Sudaryanto (1993:31) proposes a technique called segmenting immediate constituents technique. This technique of analysis is realized by segmenting the data into some elements, based on the aspect that has been determined. The writer divides each paragraph into clauses. Then, each clause is analyzed by using transitivity system. Those are steps in analyzing the data:

1. Dividing the text at the level of clause
2. Rewriting and labeling the parts of the clause in terms of transitivity system
3. Taking each element of transitivity system (actors, processes, circumstances) in the tables
4. Analyzing the dominant elements of transitivity system appearing in clauses
5. Interpreting the findings
6. Making conclusion

## CHAPTER 4 RESULTS AND DISCUSSION

In this chapter, the writer reported the result of the data analysis using transitivity system. The data are all clauses in the statement of purpose text. The writer focuses on ideational meaning in the statement of purpose.

As mentioned before, the focus of the analysis is on transitivity system. The writer identified the specific features contained in the text. The writer focused the types of process which mostly appear, the participants who are mostly involved, and the circumstances which frequently occur. Besides analyzing the type of processes, the writer also pay attention to the use of tenses. In the participants analysis, the writer looks whether the participant is human or non-human. After that, the writer revealed how the types of circumstances contribute additional information given by the statement of purpose writer.

After analyzing the features, the stages of the text can be identified by looking at the topic sentence in each paragraph. That is why the analysis is based on each paragraph. It may contain the introduction of background of study, the explanation of interest, the future plans and the reason why the statement of purpose writer must be viewed as a competent candidate, etc.

### A. First Paragraph

Table 1.1

Number of clause	Type of process		
	Material	Mental	Verbal
C1a		Cautions	
C1b	Surveyed		
C2a	Explores		
C2b	Studied		
C2c	Use		
C2d	Extended		
C2e	to eat, to encompass, associated		
C3a			Argue
C3b	Demanded		
C4a		Concerns	

From the table above, we can see that there are 10 clauses in the first paragraph. By analyzing clauses in the data using transitivity system, the writer found that there are three types of processes appearing. Those are mental process, material process and verbal process. The finding of the data analysis is that material process is mostly used by the statement of purpose writer. Then it is followed by mental process and the last is verbal process. There are 8 material

processes, 2 mental processes and 1 verbal process.

In the first clause in the first paragraph, the statement of purpose writer uses mental process for the introduction. Mental process has a function to encode meaning of thought, thinking or feeling. It indicates that the statement of purpose writer wants to show her thought about her interest to the readers. She uses a quote from a book that she had surveyed for an honors thesis. She tries to grasp the readers' attention by introducing what she concerns.

Then, in the next clauses, the statement of purpose writer uses more material processes rather than other types of processes. The material processes can be seen from clauses number C1b - C2e. It defines the statement of purpose writer's experiences. She writes *surveyed* then she more talks about her research concerning the female appetite issues. In clause number C3a, the statement of purpose writer uses verbal processes once. She uses *argue* to say her argument. For concluding the first paragraph, the statement of purpose writer uses mental process again. She proposes her thinking of the research and she wants to explain the main concern to the readers clearly.

**Table 1.2**

No	Type of process	Clause
1	Actor in material process :	
	I ( the statement of purpose writer )	C1b, C2c
	This project	C2a
	Early modern definitions of appetite	C2d
	The physiological	C2e
2	Senser in mental process :	
	"Luscious fare is the jewel of inordinate desires" ( a quote )	C1a
	My research	C4a
3	Sayer in verbal process :	
	I ( the statement of purpose writer )	C3a
4	Goal in material process :	
	an honors thesis	C1b
	A provocative	C2a
	The word "desire"	C2c
	All those phsyical ( and shameful) longings	C2e
	An unruly desire	C3a
	Demanded	C3b
5	Phenomenon in mental process :	
	One of my early modern conduct books	C1a
	The patriarchal control of women's bodies-	C4a

From the table above, it shows that the statement of purpose writer uses pronoun 'I' frequently. It is not surprising because the statement of purpose text is intended to describe her. Other actors appeared in material processes are *this project*, *early modern definitions of appetite* and *the physiological*. In mental processes, the writer found two sensors. The statement of purpose writer makes a unique choice. She writes a quote *Luscious fare is the jewel of inordinate desires* and *my research* as a sensor. It is not a conscious human participant. Eggins (1993:242) says that sensor in mental process can be human or an anthropomorphized non-human. 'The quote' and 'my research' that are used by the statement of purpose writer are regarded as if they are human. They can 'caution' and 'concern'. Then, we look at the verbal process. The statement of purpose writer uses pronoun 'I' again to refer herself.

Discussing participants, there are other participants that are involved within the processes. In material process, goal is the participant at whom the process is directed. Goals in the material processes can be seen in clause number C1b, C2a, C2c, C2e, C3a, C3b. Then in mental processes, there are phenomena. Those phenomena are in different types. The phenomenon in clause number C1a, *the author of The Gentlewoman's Companion (1673)*, is regarded as an act phenomenon. The phenomenon acts as if it is a simple noun. It is considered as nominal group. On the other side, the phenomenon in clause number C4a, *the patriarchal control of women's bodies*- This phenomenon occurs because of the mental verb concern and it is categorized into cognitive type (not perceptive type). Therefore, this phenomenon is included into fact phenomenon.

**Table 1.3**

Circumstances	wh-item	type of meaning
This past year	When	Time
As indicated by the title	What about	Matter
Deliberately	How	Manner
Well	How	Manner
With the body	Who with	Accompaniment
In a culture	Where	Place

In the first paragraph, the statement of purpose writer uses various types of circumstances. Those types of circumstances function to give more informations in experiential meaning. We can look at the clause number C1b, for example, the circumstances element is time meaning that is shown through *this past year*. Then the statement of purpose writer uses matter circumstance by writing as *indicated by the title*. Also, manner circumstances are used two times. These circumstances can clarify the processes.

## **B. Second Paragraph**

**Table 2.1**

Number of clause	Type of process	
C5a	Material Offer	Mental
C5b	Earned	
C6a		has affirmed

C6b	Has given	To assert, contest	
C7a	To use		
C8a		Wary	
C8b	To elaborate, modify, complicate	Eager	
C9a	Reached		
C9b		Betrayed	
C9c	Serve		

From the table above, we can see that in the second paragraph, there are only two kinds of processes. Those are material process and mental process. The statement of purpose writer uses 9 material processes and 6 mental processes. The proportion of material processes is still high. Material processes are still dominant because the second paragraph is concerned with actions and events. However, the number of mental processes increases. The increase of mental processes suggests that this paragraph talks about conscious cognition.

After observing the clauses in the second paragraph, the writer found that the statement of purpose writer uses more than one material process in one clause, for example, in clause number C8b. The statement of purpose writer uses mental process *eager*. Beside that, material processes like *to elaborate, modify* and *complicate* appear. It implies that the statement of purpose writer wants to show more effort in her job as a historian. These material processes used by her make the statement of purpose more convince.

**Table 2.2**

No	Type of process	Clause	
1	Actor in material processes		
	I ( the statement of purpose writer)	C5a, C7a, C8a	
	It	C6b	
	Many of conclusions	C9a	
2	Senser in mental clause		
	The first venture into serious historical scholarship	C6a	
	I ( the statement of purpose writer )	C8a, C8b	
	My claims	C9b	
3	Recipient ( beneficiary )		
	Me ( the statement of purpose writer )	C5b, C6b	
4	Phenomenon		
	My passion	C6a	
	My opinions	C6b	
	To a specific topic of research	C8a	
	My original assertions	C8b	
	A deep-seated masculine mistrust of female sexuality and sexual power	C9b	
5	Goal		
	A summary of my thesis	C5a	
	the 2003 Chancellor's Award	C5b	

	for Excellence.		
	The confidence	C6b	
	My thesis	C7a	

In the second paragraph, there are three actors in material processes. The pronoun ‘I’ appears three times. Then the other actors that appear are it’ and ‘many of conclusions’. Here, it refers to *the first venture into serious historical scholarship*.

In connection with participants in mental processes, the statement of purpose writer uses an anthropomorphized non-human participant as a senser. It is found in clause number C6a, *the first venture into serious historical scholarship*. This senser acts as if it can do ‘has affirmed’. However, in clause number C8a and C8b, the statement of purpose writer uses pronoun ‘I’ as a senser. This is because she wants to assert ‘what she thinks about’ explicitly. However, in clause number C9b, there is ‘my claims’ appeared as a senser. Here, *my claims* is intended to do a mental process ‘betrayed’.

For further discussion, as we know that in material process, there is another participant which can be involved, namely a recipient. The recipient is divided into two. Those are client or beneficiary. In the second paragraph, the statement of purpose writer plays a role as a beneficiary. She gets the benefits from material processes that she does. We can see in clause number C5b, the statement of purpose writer gets the benefit from the material process *earned*. The goal is *the 2003 Chancellor’s Award for Excellence*. This shows that the statement of purpose writer wants to tell that she got an award from her thesis. Another beneficiary role is found in clause number C6b. The statement of purpose writer gets *the confidence*, which is the goal in that clause, from the material process *has given*.

**Table 2.3**

Circumstances	Wh-item	Type of meaning	
In Undergraduate Research at the University of California	Where	Place	
For early modern culture and history	What for	Cause	
As the the basis for a future dissertation	What as	Role	
Prematurely	How	Manner	
In the thesis	Where	Place	
For future research and study	What as	Role	

In the second paragraph, there are 4 doing clauses and 2 sensing clauses that use circumstantial element to encode the meaning. Firstly, we concern the circumstantial elements in material clauses. In clause number C5b, there is circumstantial place. It tells the reader ‘from

where' she gets the award. Then, the writer found two circumstance roles in the clause number C7a and C9c. Both are about the future studies. It indicates that these clauses try to give more information about the future plans for her studies.

Secondly, we look at the circumstances in sensing clauses. She explains she gets the award from in undergraduate research at the University of California. After that, in the next clause number C6a, the statement of purpose writer describes her passion. Her passion is addressed to the her specific sujet, that is *for early modern culture and history*. Then the statement of purpose writer uses manner circumstance in clause number C8a and place circumstance in clause number C9a.

### C. Third Paragraph

Table 3.1

Number of clause	Type of process		
	Material	Mental	Relational
C10a	Gave		
C11a		Participated	
C12a	Navigated		
C13a	Encountered		
C13b	Ranged		
C13c	Challenged		
C14a		Experienced	
C15a			
C15b	Read		
C15c	Accomodate		
C16a			Was

In the third paragraph, three types of processes are found. Material process is the highest. Then it is followed by mental process in the second place. The last is relational process. From the data analysis, there are 7 material processes, 2 mental processes and 1 relational process.

The reason why material process is the highest in the third paragraph because in this paragraph, the statement of purpose writer wants to describe what she did in the past during the time she did her research. In addition, she hopes that the readers understand the actions in the past and it can make her more competent in her field. This can be evidenced by seeing the material processes that are used by the statement of purpose writer. We can see that she uses verbs like *gave, navigated, encountered, ranged, challenged, read*. All of these material processes that are mentioned by the statement of purpose writer are in past tense forms. The past tense forms shows that all actions or all events had done in the past.

After discussing material processes, now we concern the 2 mental processes that appear in the third paragraph. We look at clause number C11a and C14a. The writer uses *participated* and *experienced*. It is hard to categorize these two verbs into material process. These verbs can not be probed or substituted by *do*. The writer assumes that *participated* and *experienced* are categorized into mental process. We can not say what normative discourse did in the monitoring of women's appetites? – it participated. We also can not say what did you do with the mundane realities of research that inevitably stunt the historian's aspirations? - I experienced.

Another process found in the third paragraph is relational process. One type of this process is found in clause number C16a. The carrier is *even more important*, the intensive process is *was* and the attribute is *my gradual acceptance of the fact that early modern sources*. This clause is placed in the last paragraph. It defines that the statement of purpose writer wants to explain what is more important as the conclusion of the third paragraph.

**Table 3.2**

No	Type of process	Clause
1	Actor in material processes	
	Writing a thesis	C10a
	I	C12a, C13a
	The education of a Christian	C13c
	Woman by Juan Luis Vives	
	We	C15b
2	Senser in mental clauses	
	Which ( my research )	C13b
	Normative discourse	C11a
3	Goal	
	The chance	C10a
	The sea of early English	C12a
	printed sources in pursuit of	
	the slightest mention of food	
	and diet	
	Those sources	C13a
	My basic understanding of	C13c
	history and the original	
	premise of my thesis in ways	
	not anticipated	
	Them	C15b
	Modern biases and expectations	C15c
4	Phenomenon	
	The mundane realities of	C14a
	research	
5	Attributive	
	My gradual acceptance of fact	C15a
	that early modern sources	

In the third paragraph the actors are not dominated by the pronoun 'I'. The pronoun 'I' appears two times in clause number C12a and C13a. Moreover, there are two actors which are not categorized into conscious human participant. Those two actor are realized by a nominal group. The first nominal group is *writing a thesis* and the second nominal group is *the education of a Christian woman by Juan Luis Vives*. However, in clause number C15b, the statement of purpose writer uses pronoun 'we'. Here, the writer analyzes that pronoun 'we' refers to the statement of purpose writer and her readers. She wants to encourage a suggestion, *no matter how we read them do not always accommodate modern biases and expectations*.

In mental processes, again, the statement of purpose writer uses non human participant as senser. She uses *normative discourse* in clause number C11a and *which (my research)* in clause number C13b. Here, normative discourse is assumed that it can be participated in the monitoring of women. The statement of purpose writer even writes *aggressively* as manner circumstance to



explain this mental clause. Then in clause number C13b, there is *which (my research)* as the actor who does the mental process.

In the third paragraph, all material processes have goals. It indicates that the clauses are categorized into doing clause. Doing clause in traditional grammar is called transitive clause. It needs an object. We call an object as a goal. Doing clause can be probed by *do to* or *do with*.

Eventhough there are two mental processess in the third paragraph, there is only one clause that contains a phenomenon. The phenomenon is found in clause number C14a. The statement of purpose writer writes *the mundane realities of research that inevitably stunt the historian's aspirations*. This phenomenon is categorized into acts phenomenon. The act phenomenon is realized by seeing the type of mental process in the clause. In clause number C14a, the verb *experienced* is assumed as perceptive mental process. Perceptive mental process is process of seeing, hearing, tasting, etc.

Next, discussing participants in intensive attributive process, there are carrier and attribute. There is an intensive attributive process in clause number C15a. The carrier is *even more important* and the attribute is *my gradual acceptance of the fact that early modern sourced*. The characteristic of the attributive intensive is that it can not be passive form. The attribute has a function to encode the carrier.

**Table 3.3**

Circumstances	Wh-item	Type of meaning
With the	With what	Manner
essentials of		
historical		
research		
Aggresively	How	Manner

There are only two clauses in the third paragraph that contain circumtantal element. The first is found in clause number C10a. In this clause, accompaniment is used by the statement of purpose writer. This circumstances explain 'with what' the actor do the mental process. The second circumstance is found in clause number C11a. Here, we look that the circumstances are used in mental process. The statement of purpose writer wants to emphasize how the sensors do the mental processes.

#### **D. Fourth Paragraph**

**Table 4.1**

Number	Type of process	
of		
clause		
	Material	Mental
C16a		Can not predict
C16b		Expect
C17a		
C17b	Observe	Is
C18 a	To evade, To control	
C18b		Also wish

In the fourth paragraph, there are three types of processes. From the table above, we can see that 2 clauses are material processes, 3 clauses are mental processes and 1 clause is relational process. Here, mental processes is higher than material process and relational process.

The statement of purpose writer begins this paragraph by using mental process. She writes *can not predict*. Then in the next clause she writes *expect*. Those two mental processes in the clause number C16a and C16b construe the statement of purpose writer's own consciousness. The verbs *can not predict* and *expect* are categorized into cognitive type. Through those verbs, the statement of purpose writer wants to propose her opinion about the course that relate to the themes and issues which are mentioned in the next clauses.

In the next clause, clause number C17a, the statement of purpose writer tries to mention the issue. Therefore, she uses intensive relational process. She uses verb *be* 'is' to express the relationship between two terms (carrier and attribute). The participants are discussed later.

After using mental process and relational process, material processes are used in the next clauses. Those are *observe*, *to evade*, *to control* and *to offer*. This time, the statement of purpose writer tends to concern the experiences that relates to the issues. In clause number C17b, she uses the verb *observe*. This verb is intended to explain what the statement of purpose writer does with the mentioned issue. After that, there are two material processes that are found in clause number C18a. Those are *to evade* and *to control*. These verbs are also addressed to the issue. The last material process that is found in the fourth paragraph is in clause number C18a. There are verbs 'to offer' and 'were infused'.

In the end of the fourth paragraph, the statement of purpose writer uses mental process again. This suggests that she tends to close her paragraph by proposing her desire about the issue. The desire is shown by using the mental process verb *wish*. This verb is categorized into desirative type.

**Table 4.2**

No	Type of process	Clause
1	Actor in material process : I ( the statement of purpose writer )	C17a
2	Senser in mental process : I	C16a, C16b, C18b
3	Carrier in relational process : First	C17a
4	Goal in material process : An eating disorder Those complicated (and controversial) parallels between modern and early modern usage of food The lives of women	C17b C18a C18a
5	Phenomenon in mental process The course this project might take in graduate school That it will address the following themes and issues	C16a C16b

Participants in the fourth paragraph are dominated by sener 'I'. Sener 'I' is found in clause number C16a, C16b and C18b. Here, the sener is conscious human participant. The statement of purpose writer plays a role as sener. This fact indicates that she wants the readers know that the thinking comes from herself. On the other words, it suggests that she tends to be subjective in this case.

Furthermore, because there is only one intensive relational process in clause number C17a, the participants that are included within it are carrier and attributive. As mentioned above, in mental process discussion, the two terms are related with a relational process 'is'. We can see that the carrier is *first* and the attribute is *the overarching issue of distinguishing the phenomena*. The meaning of this intensive attributive process is that the overarching issue of the distinguishing the phenomena is the member/part of the issues and themes. The statement of purpose writer writes *first*. Therefore, it is assumed that the statement of purpose writer then mention for second, third, etc.

The next discussion of the fourth paragraph is about goals. Goals that appear in this paragraph relate to the issue the statement of purpose writer mentioned before. We can identify the goal in clause number C17b, it is written *an eating disorder*. Also, the goal in clause number C18a is *those complicated (and controversial) parallels between modern and early modern usage of food*. These are the issues discussed by the statement of purpose writer.

After discussing the goals in material processes, now we look at the phenomenon in mental process. There are two phenomenona that are found in clause number C16a and C16b. The first phenomenon is *the course this project might take in graduate school* and the second phenomenon is *that it will address the following themes and issues*. Those two phenomena are categorized into fact phenomenon because the mental processes embedded by those phenomena are cognitive type (not perceptive).

**Table 4.3**

Circumstances	Wh-item	Type of meaning
from other forms	Where	Spatial
of food		
restriction and		
obsession		
As an historian a	What as	Role
nuanced portrayal		
With contemporary	With what	Means

There are three types of circumstances appeared in the fourth paragraph. Those are spatial circumstance, role circumstance and means circumstance. The spatial circumstance is found in clause number C17a. It is expressed by writing *from other forms of food restriction and obsession*. This circumstance informs 'from where' the statement of purpose writer observes. Then role circumstance is found in clause number C18b. It is written *as an historian a nuanced portrayal*. The last circumstance is manner circumstance found in clause number C18b. There is *written with contemporary*.

## **E. Fifth Paragraph**

Table 5.1

Number of clause	Type of process		
	Material	Mental	Relational
C19a	Devoted		
C20a	Composed		
C20b	Caused		
C20c			Was
C20d	Were oppressed		
C21a		Refuse	
C21b	To focus	Neither wish nor aspire	
C21c	Are inextricably related		
			Will not be
C22a	To detail		
C22b	Were dominated		
	To interrogate		
C22c	Were suppressed		

The composition of material process in the fifth paragraph is the highest. From the data analysis, 9 material processes, 2 mental processes and 3 relational processes are found in this paragraph. Below is the discussion about the three types of processes in the fifth paragraph.

This paragraph serves the experiences of the statement of purpose writer about the theories she had learned. It is not surprised that material processes appear more frequent than the other types of process. In the beginning of the paragraph, three clauses contain mental process within it. The verbs *devoted*, *composed* and *caused* are found in clause number C19a-C20b.

Table 5.2

No	Type of process	Clause
1	Actor in material processes	
	the question of female agency	C19a
	in a project	
	my own extensive use and	C20a
	analysis of conduct books and	
	various obstetric manuals,	
	work	
	which	C20d
	Men	C22b
	Which	C22c
2	Senser in mental processes	
	I ( the statement of purpose	C21a, C21b
	writer)	
3	Carrier in relational	
	processes	
	It	C20d
	My goal	C22a
4	Goal in material process	
	for diet and behavior demands	C19a
	further discussion	

	how women in history	C22b	
	women's desire	C22c	
5	Phenomenon		
	to see women as simply passive	C21a	
	receptacles of masculine		
	command		
6	Attribute in relational		
	processes		
	to detail	C22a	
7	Receiver		
	me ( the statement of purpose	C20b	
	writer )		
	those actions	C20d	

Related with the participants which are involved within the clause, we can see that the clause number C19a has an inanimate actor. It is not a human but a question. The actor is *the question of female agency in a project*. Then the actor in the clause number C20a is also inanimate actor. It is written *my own extensive use and analysis of conduct books and various obstetric manuals, work*. After that, the combination of actor and process in these clause construes an interpretation that the emerging of a question makes a serious problem for the statement of purpose writer. She wants to show her capability for analysing the problem related to her field.

In the next clause, there is a relational process which is an intensive attributive process. The statement of purpose writer writes *it was best to relate a history about women's actions or the patriarchal apparatus under-* This is categorized into descriptive type because the attribute is an adjective *best*. Another relational process is found in clause number C22a. There is written *my goal, then, will not be to detail-* The carrier is *my goal* and the attribute is *to detail*. These tems are connected with the mental process. The mental process is *will not to be*. It is expressed by the verb *be*.

Considering the mental processes in the fifth paragraph, there are two mental processes written in this paragraph. The first is found in the clause number C21a. The clause is *I refuse to see women as simply passive reseptacles of masculine command*. Here the statement of purpose writer plays a role as a senser. She wants to position herself as the thinker and gives her opinion from her own consciousness. The verb *refuse* is a cognitive type. Then in the next clause that is clause number C21b, the statement of purpose writer makes a desirative mental processes. There is written *I neither wish nor aspire to focus solely on their achievement*. However, these mental processes are negative. She does not want to wish and aspire. This implies that the statement of purpose writer intends to give the a fact or a reality. As the evidence, we can see the next clause. The next clause is relational process which is discussed above.

Another finding in the fifth paragraph is the passsive form in some material processes. Three passive forms are found in clause number C20d, C22b and C22c. Passive form can be identified by seeing the verb forms. The form is *to be +past participle*. In these three clauses, there are found *are inextricably related, were dominated and were suppressed*. The goals of these three clauses can be seen as the participants who have the key roles. Thus, by using passive form, it shows us that the statement of purpose writer stresses the goals to be an important information. We need to know that the goals in the clause number C19a, C22b and C22c relate to the field ( C20d has no goal). The goal in clause number C19a is *for diet and behavior demands further*

*discussion*. The goal in clause number C22 b is *how women in history*. While the goal in clause number C22c is *women's desire*. In brief, the statement of purpose writer emphasizes the women history and women's desire.

**Table 5.3**

Circumstances	Wh-item	Type of meaning
Exclusively	How	Manner
Primarily	How	Manner
Solely	How	Manner
Inextricably	How	Manner

All of circumstances appeared in the fifth paragraph are manner circumstance. This type of circumstance constitutes the way how the process is done. The three of those circumstances appear in the material clause. There are *exclusively*, *primarily* and *inextricably*. While *solely* occurs in mental process.

## F. Sixth Paragraph

**Table 6.1**

Number of clause	Type of process		
	Material	Mental	Relational
C23a		Proud	
C24a		Stress	
C24b	Lies		
C25a	Has been informed		
C25b	Sustained		
C25c			Was
C25d	Taught		
C26a	Stems		
C26b		Believe	
C26c			Is
C27a			Are

In the sixth paragraph, the statement of purpose writer uses 5 material processes, 3 mental processes and 2 relational processes. This paragraph has the similarities with the previous paragraph. Mental process is used by the statement of purpose writer for preceding the paragraph. Then material processes are used to tell the events. Last, relational processes occur to explain the fact.

The first clause contains a mental process. The mental verb appeared in this clause is *proud*. This verb defines the statement of purpose writer's feel about her own thesis. Therefore, this is a good point for her because she is viewed as an optimistic people and it can attract the readers. The second mental process is in clause number C24a. Here the statement of purpose writer looks confident with her specific research. The last mental process is found in the end of the paragraph. The mental verb appeared is *believe*. It is categorized into cognitive type. In brief, all of these mental processes used by the statement of purpose writer describes a confidence.

These mental processes pursue the readers that the statement of purpose writer is an optimistic people. It is important to get the attention from the readers and the statement of purpose writer proves herself that she has the capability.

Material processes occurred in the sixth paragraph also give the contribution to construe the experiences in this paragraph. This paragraph has 5 material processes. Those material verbs are *lies, has been informed, sustained, taught, and stems*.

From the data analysis, we can see that there are not only mental processes and material processes but also relational processes occurred in the sixth. The first relational process is found in the clause number C25a. The process is expressed by the verb *was*. The second relational process is found in the clause number C26c. It is expressed by the verb *be is*. The third relational process is found in the next clause, clause number C27a. It is also used the verb *be are*. All relational processes in the sixth paragraph used the verb *be* for expressing the relational process.

**Table 6.2**

No	Type of process	Clause
1	Actor in material processes	
	At the heart of my specific research concentration	C24a
	My knowledge of the early modern period	C25a
	An array of course on early modern history and lite	C25b
	Professor Margaret Ferguson and Deborah Harkness	C25d
	My personal penchant for cultural history	C26a
2	Senser in mental processes	
	I	C23a, C24a, C26b
3	Carrier in relational processes	
	I	C25c
	Sensitivity to the importance of language and metaphor	C26c
4	Possessed in relational processes	
	Crucial importance to a profesional career in history	C27a
5	Phenomenon in mental processes	
	My thesis	C23a
6	Attribute in relational processes	
	A joint history and English major	C25c
	A necessary skill	C26c
7	Prosesor in relational processes	
	My growing skills in Latin and French, and, my fluency in Spanish	C27a

Participants in the sixth paragraph are various. This is not dominated by the pronoun 'I'. From the table above, actors in material processes are inanimate participant. There is no pronoun 'I' as the actor. However, the pronoun 'I' appears in the mental processes three times. The another participant appeared in this paragraph is the carrier in relational process.

In the sixth paragraph, another type of relational process that is attributive possessive appear in this paragraph. This type of process encodes the participants which involved within it. The attribute has the role as the possessor and the carries is possessed. In clause number C27a, the writer analyzes that the possessed is *also of crucial importance to a profesional career in history* and the possessive is *my growing skills in Latin and French, and my fluency in Spanish*. This clause shows that the statement of purpose writer has the special skills in mastering the other languages which relate to the historical field.

**Table 6.3**

Circumstances	Wh-item	Type of meaning
Jointly	How	Manner
Largely	How	Manner
from my training	Where	Spatial
in literature and		
literary criticism		

Among the clauses in the sixth paragraph, there are only three clauses that are completed with circumstantial element. The material clause that has manner circumstance is in clause number C25d while the another is found in the mental clause that is clause number C26a. One spatial circumstance is used in attributive possessive process in clause number C27a.

## G. Seventh Paragraph

**Table 7.1**

Number of clause	Type of process	
	Material	Mental
C28a	Find	
C29a		Would have preferred
C29b	Opted	
C30a		Reasoned
C31a	Enrolled	
C31b	Plan, to take	
C32a	Has imposed	
C32b	Reread	
C33a	Has given, to search and research	

There are 9 material processes and 2 mental processes found in the seventh paragraph. This paragraph is dominated by material process. The reason why the statement of purpose writer uses more material process because this paragraph talks about the experiences of the statement of purpose writer and the reason why she breaks from school.



The material processes occurred in the seventh paragraph explain some reasons of the statement of purpose writer why she takes off from school. She writes some activities that she had done in the past during that period. We can see the material process *opted, to recuperate, enrolled, plan, to take, has imposed, reread and has given, to search and research*. These material processes are used by the statement of purpose writer to stress that breaking from school does not make her to be apathetic. She did many things and made some plans for her future research study. In conclusion, this paragraph pursues the readers that breaking from school gives the advantages for the statement of purpose writer.

Beside using material processes, the statement of purpose writer uses mental process in order to suggest her ideas. The mental processes found in the seventh paragraph are *though I would have preferred* and *reasoned*. The first mental clause is found in the beginning of the paragraph. Then the second mental process is found in clause number C30a. She wants to propose her reason for breaking from school.

**Table 7.2**

No	Type of process	Clause
1	Actor in material processes	
	I ( the statement of purpose writer)	C29a, C31a, C32b
	This academic hiatus	C32a
	A break from school	C33a
2	Senser in mental process	
	I	C29a, C30a
3	Goal in material process	
	Myself	C28a
	A year off	C29b
	The time needed	C30a
	In a French course	C31a
	A subsequent course	C31b
	Sufficient time	C33a
4	Receiver	
	Me (the statement of purpose writer)	C30a, C33a
5	Phenomenon	
	To directly continue graduate school after graduation	C29a

In the seventh paragraph, the most presence participants appeared is the pronoun 'I'. The pronoun 'I' is the actor in material process. The pronoun 'I' appears three times. Other actors are *this academic hiatus* and *a break from school*. These two actors appear once.

The statement of purpose writer also uses the pronoun 'I' as a senser in mental process. She wants to place herself in giving her idea about a break from school. The statement of purpose writer uses the pronoun 'I' in clause number C29a and C30a. In clause number C29a, the senser is embedded with phenomena while in clause number C30a, there is only one senser who

participates in the mental process.

Another participant that has high appearance in the seventh paragraph is goal. There are 6 goals are found in material processes. The high appearance of goals in this paragraph indicates that each material processes produces outcomes. This outcomes gives the benefit for the statement of purpose writer. Therefore, the statement of purpose writer acts as the receiver. Therefore, she uses pronoun *me*.

**Table 7.3**

Circumstances	Wh-item	Type of meaning
Directly	How	Manner
A year away from school	When	Temporal
At nearby university	Where	Distance
During the upcoming spring semester	When	Temporal
For graduate programs that best suit my needs	What for	Cause

From the table above, manner circumstance is used by the statement of purpose writer. It is used to encode the material processes. There is written *to directly continue graduate school after graduation*. Then there are two temporal circumstances. There are *a year away from school* and *during the upcoming spring semester*. Temporal circumstances appear because it can be described time information. After that, the distance circumstance explains the place information and cause circumstances is used to explain ‘what for’.

## H. Eighth Paragraph

**Table 8.1**

Number of clause	Type of process
C34a	Material
C35a	Looms
C35b	To learn
C36a	Taught
C36b	Read
C37a	Would make
	Mental
	Was thrilled
	Credit

The eighth paragraph has two types common processes. There are material process and mental process. The writer found 5 material processes and 2 mental processes. This paragraph tells about UC Berkeley.

The material verbs occurred in the eighth paragraph are *looms*, *taught*, *read* and *would make*. In this paragraph, the statement of purpose writer mentions the excellence of UC Berkeley.

In order to get the attentions from the readers, she uses material verb *looms*. This verb can impress the readers. After that, for describing the two professors mentioned by the statement of purpose writer, the verbs *taught* and *would make* are used. Then the verb *read* is also used. These verbs can assure that the statement of purpose writer is a serious candidate and she understands about her own interest.

The statement of purpose writer makes a unique choice for making her statement of purpose more interesting. She uses the mental verb *was thrilled*. Then the another mental verb used by the statement of purpose writer is *credit*. These two verbs suggests a positive impression for the readers. She tries to express her admiration of UC Berkeley educational environment.

**Table 8.2**

No	Type of process	Clause	
1	Actor in material processes		
	UC Berkeley's history program	C34a	
	Professor Thomas Laqueur and	C35b	
	Carla Hesse		
	I	C36a	
	Professor Laqueur's cutting	C37a	
	edge research and Professor		
	Hesse's knowledge of early		
	modern women's history		
2	Senser in mental process		
	I	C35a, C35b	
3	Goal in material process		
	Professor Laqueur's book	C36a	
	A challenging and enjoyable	C37a	
	one		
4	Phenomenon		
	His book	C36b	

By seeing the table above, the first actor appeared in the material process is *UC Berkeley's history program*. After that, the statement of purpose writer mentions two professor taught in UC Berkeley. They are *Professor Thomas Laqueur and Carla Hesse*. This is an important point because it can prove that the statement of purpose writer has enough information relate to her field.

In mental processes, there are two sensers 'I' found in this paragraph. Again, the statement of purpose writer places herself as the senser who gives her own idea and opinion. Her opinion contributes in shaping the point of view of the statement of purpose writer to the UC Berkeley. That is why she uses pronoun 'I' and she makes positive opinions.

Two goals are found in two material processes. The first one is found in clause number C36a. The goal is Professor Laqueur's book. The second goal is found in clause number C37a. There is written a *challenging and enjoyable one*. In addition, there is a phenomenon found clause number C36b. The phenomenon is *his book*.

**Table 8.3**

Circumstances	Wh-item	Type of meaning
in my mind	Where	Spatial
Largely	How	Manner
at Berkeley	Where	Spatial
during my	When	Temporal
undergraduate		
education		
with introducing	With what	Means
me		

Some various circumstances are found in the eighth paragraph. The circumstances used in material processes are *largely*, *during my undergraduate education* and *at Berkeley*. Furthermore, in encoding the two mental processes, the statement of purpose writer uses spatial circumstance and means circumstance. Those are *in my mind* and *with introducing me*.

## I. Ninth Paragraph

Table 9.1

Number of clause	Type of process	
	Material	Mental
C38a	Provides	
C39a		Interested
C39b	Distinguish	
C40a	Foster	
C40b		Hope
C40c	Broadening, enriching	

The ninth paragraph is the last paragraph of the the statement of purpose text. This paragraph is the continuation of the eighth paragraph. The statement of purpose writer continues to mention in describing UC Berkeley. The statement of purpose writer still uses material process and mental process. There are 4 material processes and 3 mental processes found in the last paragraph.

In the first clause, the statement of purpose writer uses the material verb *provides*. By reading the first clause, we know that she wants to demonstrate the preeminence of UC Berkeley. In the next clauses, the statement of purpose writer uses *distinguish*, *foster* and *broadening*. These verbs are able to describe to condition of UC Berkeley.

Three mental processes found in the last paragraph are *interested*, *hope* and *enriching*. The mental verb *interested* is categorized into emotive type. It is found in clause number C39a. The verb *hope* is desirative type and it is found in the last paragraph. By using mental processes, the statement of purpose writer intends to give a positive impact to the readers.

**Table 9.2**

No	Type of process	Clause	
1	Actor in material processes		
	Berkeley	C38a	
	A unique option	C39b	
	The cross-disciplinary nature of Berkeley's graduate	C40a	
2	Senser in mental process		
	I	C39a, C40b	
3	Goal in material process		
	An ideal climate	C38a	
	My cross-disciplinary interest	C38a	
	That of other institutions	C39b	
	Fruithful discussions	C40b	
	My research	C40b	
4	Phenomenon		
	In pursuing a designated emphasis in women, gender, and sexuality	C39a	

In the last paragraph, there are three actors found in this paragraph. Those are *Berkeley*, *a unique option* and *the cross-disciplinary nature of Berkeley's graduate*. All the actors relate to UC Berkeley. By seeing the actor involved within the material processes, it suggests that the statement of purpose writer pursues the readers that UC Berkeley is suit for her study.

The senser 'I' appears two times in clause number C39a and C40b. The statement of purpose writer continues to give her feeling and hoping to the UC Berkeley. The readers will be impressed because the feeling and hoping come from herself. As a result, she will be viewed as a serious candidate.

Material processes and mental processes in the last paragraph have goals and phenomenon within it. There are five goals and one phenomenon are found in this paragraph. As mentioned in the previous discussion, goals indicate that material clauses tell the processes of doing. The five goals that are found in the material clauses tells the reader that actors and processes produce something. While the phenomenon found in the last paragraph is *in pursuing a designated emphasis in women, gender, and sexuality*.

**Table 9.3**

Circumstances	Wh-item	Type of meaning
Notably	How	Manner

There is only one circumstantial element found in the last paragraph. The circumstance is *notably*. It is found in clause number C40b and it is used in mental clause. *Notably* is categorized into manner circumstance. The statement of purpose writer uses this type of circumstance in order to explain the mental process she used.

## **J. The Ideational Meaning of the Text**

After finishing the whole analysis in chapter 4, the writer summarizes the general findings that are found in the statement of purpose. The attention is concentrated in the dominant type of process, participants and circumstances. Here are the general findings of the analysis :

1. Based on the rank of frequency, material process is the highest. Mental process is in the second position. After that, relational process is the fewest.
2. The participant who is mostly involved is the pronoun 'I' as the actor. The pronoun 'I' refers to the statement of purpose writer. Sener in mental process are mostly anthropomized non-human participant.
3. There is no dominance of some types of circumstances. The circumstances used by the statement of purpose writer are various.
4. By looking at each paragraph, the writer concludes that the statement of purpose text has three main parts :
  1. The introduction consists of identity, background and interest of study.
  2. The content tells the events, the capability and knowledge.
  3. The closing contains the future plans, the reason of choosing the university, and the opinion about the university.

## **CHAPTER 5**

### **CONCLUSION**

There are some findings found in chapter 4. As mentioned before, in the introduction, the focus of the study is on three elements of transitivity system and the ideational meaning contained in the statement of purpose. According to the data analysis, the writer found the ideational meaning expressed by the statement of purpose writer.

By looking at the data, the statement of purpose is dominated by material processes. Mental processes are fewer than material processes. The number of material processes is higher than the number of mental processes. The use of material process describes the events that the statement of purpose writer did in the past. Moreover, the finding shows that the use of past tense is in high frequency. This proves that the text tells the statement of purpose writer's experience. It specifically emphasizes the background of the statement of purpose writer. On the other hand, the use of mental process gives a chance for the statement of purpose writer to propose her idea and her thinking.

Talking about participants, the participant who is mostly involved is the pronoun 'I'. The pronoun 'I' refers to the statement of purpose text writer. The reason why, the use of the pronoun 'I' is high because the text is intended to describe about the statement of purpose writer. Another finding is that the statement of purpose writer tends to use anthropomorphized non-human as sener. She uses unconscious seners in almost mental processes. It indicates that the statement of purpose writer assumes this sener can do mental processes. However, sometimes she uses the pronoun 'I' as sener. It shows that she wants to propose her idea and her thought that come from herself. After that, the writer found that the statement of purpose writer uses various type of circumstances. Circumstantial elements contribute to give additional information given by statement of purpose writer.

By analyzing each clause, the writer realizes the ideational meaning in the statement of purpose. The first part is the introduction. In the begining of the text, the statement of purpose writer tells more about herself. She describes her identity, her background, and her interest of study. The second part is the content. In the middle of the text, the statement of purpose writer talks the events that she did in the past, her capability, and her knowledge. The last part is the closing. In the end of the text, the statement of purpose writer states about the future plans, the reason why she chooses the university, and her opinion about the university.

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## APPENDIXES

Key for transitivity analysis

P: Process, Pm: material, Pme: mental, Pb: behavioural, Pv : verbal,

Pe: existential, Pi: intensive, Pcc: circumstantial, Pp: possessive, Pc: causative

A: Actor, G:Goal, B: Beneficiary, R: Range

S: Senser, Ph: Phenomenon

Sy: Sayer, Rv: Receiver, Vb: Verbiage

Be: Behaver, Bh: Behaviour

X: Existent

T: Token, V: Value, Cr: Carrier, At: Attribute

Pr: possessor, Pd: possessed

C: Circumstance, Cl: location, Cx: Extent, Cm: manner, Cc: cause

Ca: accompaniment, Ct: matter, Co: role

Ag:Agent

C1

- a. "Luscious fare is the jewel of inordinate desires,"(S) cautions (Pme) the author of The Gentlewoman's Companion (1673), one of my early modern conduct books(Ph)
- b. I(A) surveyed(Pm) this past year(Cl) for an honors thesis entitled 'Chaste, Silent and

Hungry’: The Problem of Female Appetite in Early Modern England,1550-1700.(G)

C2

- a. As indicated by the title(Ct), this project(A) explores(Pm) a provocative(G) but (material)
- b. as of yet scarcely studied(Pm) facet of early modern gender constructions : female food desire
- c. I(A) use (Pm) the word “desire” (G) here rather deliberately(Cm),
- d. as early modern definitions of appetite(Cc) extended (Pm) well(Cm)
- e. beyond the physiological(A) drive to eat (Pm) to encompass (Pm) all those phsyical (and shameful) longings(G) associated(Pm) with the body(Cm).

C3

- a. And, in a culture(Cl) where women were by definition immoderate and sensual, female food appetite(A), I(Sy) argue(Pv), constituted(Pm) an unruly desire that(G)
- b. demanded(Pm) both social and moral discipline.

C4

- a. In brief, my research(S) concerns (Pme) the patriarchal control of women’s bodies in sixteenth and seventeenth-century England vis- -vis a cultural idea about food desire and satiation as suggestive and immodest,(Ph)

C5

- a. In lieu of a formal introduction of my research interest and aspirations, I(A) offer (Pm) a summary of my senior thesis(G),
- b. which earned(Pm) me(Rv) the 2003 Chancellor’s Award for Excellence(G) in Undergraduate Research at the University of California(Cl), Davis.

C6

- a. The first venture into serious historical scholarship(S) has affirmed (Pme) my passion (Ph) for early modern culture and history(Cc) and
- b. It(A) has given(Pm) me (Rv) the confidence(G) to assert (Pme) and contest(Pme) my opinions regarding the status of women in early modern Europe and the current state of early modern historiography(Cl).

C7

- a. Continuing along these avenues of research in graduate school(Ct), I(A) would like to use (Pm) my thesis(G) as the basis for a future dissertation(Co). (material)

C8

- a. Though I(S) remain wary(Pme) about committing myself prematurely(Cm) to a specific topic of research(Ph),
- b. I(S) am also eager (Pme) to elaborate(Pm), modify(Pm), and complicate(Pm) my original assertions about the nature of the ‘problem’ of female appetite in early modern England(Ph).

C9

- a. Indeed, many of the conclusions(A) reached(Pm) in the thesis(CI),
- b. such as my claim(S) that the cultural eroticization of feminine appetite in early modern England betrayed (Pme) a deep-seated masculine mistrust of female sexuality and sexual power(Ph),
- c. serve(Pm) as starting points for future research and study(Co).

C10

- a. On a more basic level, writing a thesis(A) gave(Pm) me(Rv) the chance(G) to become better acquainted with the essentials of historical research(Ca).

C11

- a. Suspecting that normative discourses in early modern England(S) participated(Pme) aggressively(Cm) in the monitoring of women’s appetites,

C12

- a. I(A) navigated(Pm) the sea of early English printed sources in pursuit of the slightest mention of food and diet.(G)

C13

- a. Those sources(G) I(A) encountered(Pm) during my research(CI),
- b. which ranged(Pme) from the popular conduct book(CI),
- c. The Education of a Christian Woman by Juan Luis Vives (A), to the anonymous sex manual, Aristotle’s Masterpiece, challenged (Pm) my basic understanding of history and the original premise of my thesis in ways not anticipated.(G)

C14

- a. From deciphering esoteric type-fonts to developing an awareness of the importance of time and funds, I(S) experienced(Pme) the mundane realities of research that inevitably stunt the historian's aspirations.(Ph)

C15

- a. Even more important(C) was(Pi) my gradual acceptance of the fact that early modern sources(At),
- b. no matter how we(A) read(Pm) them(G),
- c. do not always accommodate(Pm) modern biases and expectations(G)

C16

- a. Though I(S) cannot predict(Pme) the course(Ph) this project might take in graduate school,
- b. I(S) expect(Pme) that it will address the following themes and issues(Ph).

C17

- a. First(C) is(Pi) the overarching issue of distinguishing the phenomena(At)
- b. I(A) observe(Pm) from other forms of food restriction and obsession(CI), namely the modern ritual of dieting and its most extreme manifestation, an eating disorder.(G)

C18

- a. Though not willing to evade(Pm) those complicated (and controversial) parallels between modern and early modern usages of food and food symbolism to control(Pm) the lives of women,
- b. I(S) also wish(Pme) to offer(Pm) as an historian a nuanced portrayal(Co) of how early modern conceptualizations of female appetite were infused(Pm) with contemporary(Cm), historically(Cm) contingent notions of sexuality and gender.

C19

- a. Furthermore, the question of female agency in a project(S) devoted(Pme) almost exclusively(Cm) to male prescriptions for diet and behavior demands further discussion(Ph).

C20

- a. Admittedly, on more than one occasion, my own extensive use and analysis of conduct books and various obstetric manuals(G), works composed(Pm) primarily(Cm) by educated men(A),
- b. caused(Pm) me(Rv) to pause and wonder(Pm) whether
- c. it(Cr) was best(At) to relate a history about women's actions or the patriarchal apparatus under
- d. which(A) those actions(Rv) were oppressed(Pm).

C21

- a. While I(S) refuse(Pme) to see(Pme) women(Ph) as simply passive receptacles of masculine command(Co),
- b. I(S) neither wish(Pme) nor aspire to focus(Pme) solely(Cm) on their achievements;
- c. for, in my mind(CI), the history of women and the history of patriarchy(A) are inextricably(Cm) related.(Pm)

C22

- a. My goal(Cr), then, will not be (Pi) to detail(At) just another example of
- b. how women in history(G) were dominated(Pm) by men(A), but, rather, to interrogate(Pm) the means, in this case food, or, better yet, the cultural meaning of appetite,
- c. by which(A) women's desire(G) were suppressed or denied(Pm).

C23

- a. Indeed I(S) am proud(Pme) of my thesis(Ph) and, given extra time, could say much more.

C24

- a. But I(S) should also stress(Pme) that
- b. that at the heart of my specific research concentration lies(Pm) a more general interest in early modern European history, cultural and women's history to be more exact.

C25

- a. To date, my knowledge of the early modern period(G) has been informed(Pm) and
- b. my imagination sustained(Pm) by an array of courses on early modern history and literature(A)
- c. ( I was a joint history and English major),
- d. Including a graduate seminar on Renaissance urban culture(A) taught(Pm) jointly(Cm) by Professor Margaret Ferguson and Deborah Harkness.

C26

- a. My personal penchant for cultural history(A) stems(Pm) largely(Cm),
- b. I(S) believe(Pme), from my training in literature and literary criticism(CI),
- c. where sensitivity to the importance of language and metaphor(C) is(Pi) a necessary skill.(At)

C27

- a. Also of crucial importance to a professional career in history(Pd) are(Pi) my growing skills in Latin and French, and my fluency in Spanish.(Pr)

C28

- a. This year I(A) find(Pm) myself(G) in that difficult and frustrating transitional period between undergraduate and graduate studies.

C29

- a. Though I(S) would have preferred(Pme) to directly(Cm) continue(Pm) graduate school after graduation,(Ph)
- b. I(A) opted(Pm) to take(Pm) a year off(G).

C30

- a. A year away from school(CI), I(S) reasoned(Pme), would afford(Pm) me(Rv) the time needed(G) to recuperate(Pm) from an exhaustive undergraduate education, gain some perspective, and work on fulfilling the language requirement for a doctorate in European history.

C31

- a. In fact, I(A) am currently enrolled(Pm) in a French course(G) at a nearby university(CI) and
- b. plan(Pm) to take(Pm) a subsequent course(G) during the upcoming spring semester.(CI)

C32

- a. This academic hiatus(A), moreover, has imposed(Pm) some much needed(G) distance between my self and my thesis,
- b. which I(A) can now reread(Pm) from a more critical, less invested stance.

C33

- a. And, finally, a break from school(A) has given(Pm) me(Rv) sufficient time(G) to search and research(Pm) for graduate programs that best suit my needs(Cc).

C34

- a. UC Berkeley's history program(A) looms(Pm) large in my mind(CI), largely(Cm) because of its outstanding faculty and interdisciplinary approach to history.

C35

- a. In my own quest for a suitable graduate program, I(S) was thrilled(Pme) to learn(Pm) that
- b. Professor Thomas Laqueur and Carla Hesse(A) both taught(Pm) at Berkeley(CI).

C36

- a. Professor Laqueur's book, Making Sex : Body and Gender from the Greeks to Freud, stands out among the many books(G) I(A) read(Pm) during my undergraduate education(CI); and
- b. I(S) credit(Pme) his book(Ph) with introducing me(Cm) to the nascent but fascinating field of the history of sexuality and the body.

C37

- a. Together, Professor Laqueur's cutting edge research and Professor Hesse's knowledge of early modern women's history(A) would make(Pm) my experience(R) at Berkeley(CI) a challenging and enjoyable one(G).

C38

- a. In addition, Berkeley(A) provides(Pm) an ideal climate(G) for me(Rv) to develop(Pm) my cross-disciplinary interest.(G)

C39

- a. In particular, I(S) am interested(Pme) in pursuing a designated emphasis in women, gender, and sexuality (Ph),
- b. a unique option(A) that distinguishes(Pm) Berkeley's history program from that of other institutions.(G)

C40

- a. The cross-disciplinary nature of Berkeley's graduate(A) would foster(Pm),
- b. I(S) hope(Pme), fruitful discussions(G) with other departments, notably(Cm) the department of English and Women's Studies,
- c. Thus broadening(Pm) and enriching(Pm) my research as well as my general understanding early modern culture and history.(G)